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ABSTRACT

This report contains focus statements and priorities statements from 11 public universities in Illinois: Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Western Illinois University, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, the University of Illinois at Chicago, the University of Illinois at Springfield, and the University of Illinois at Urbana-Champaign. The focus statements emphasize the mission and goals of the respective institutions, while the priorities statements outline specific institutional priorities and the actions necessary to accomplish them. These priorities include promoting access and diversity among students and faculty, achieving excellence in undergraduate instruction, and contributing to the economic development of the community, as well as institution-specific priorities. (MDM)

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ED 414 783

FOCUS STATEMENTS AND PRIORITIES STATEMENTS OF PUBLIC UNIVERSITIES

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September 3, 1997

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Chicago State University
Focus Statement

Chicago State University is a multipurpose public urban institution of higher education located on the south side of Chicago. It serves a diverse student population which includes individuals from many ethnic and socio-economic groups from the greater Chicago metropolitan area. In addition, Chicago State serves the highest proportion of African-American students of all public universities in the state of Illinois. In addition to pursuing statewide goals and priorities, Chicago State University:

- emphasizes undergraduate instruction in arts and sciences and in such fields as education, business, nursing, and allied health professions;
- provides graduate education at the master's level that builds upon selected undergraduate curriculum strengths;
- promotes access and provides opportunities for populations that have been historically underrepresented in higher education;
- is committed to student success and emphasizes preparing and recruiting students through precollege initiatives, retaining and graduating students, and providing opportunities for career and professional advancement;
- contributes to the economic development and social welfare of the community through research, public service, and outreach programs; and
- encourages and supports scholarly activities and faculty development that enhance learning and instruction.

CHICAGO STATE UNIVERSITY
PRIORITIES STATEMENT

Program priorities at Chicago State University are guided by the university's mission and three point model for student success. This model includes: preparing and recruiting students for enrollment at the university through precollege initiatives; retaining and graduating students through academic program improvements and safety nets; and providing students with windows of opportunity for career and professional advancement. All components of this three-part model are reflected in the university's Focus Statement. The statement also includes three additional directions: contributing to the economic development and social welfare of the community; encouraging and supporting faculty development activities that enhance instruction and learning; and achieving excellence in undergraduate instruction. The university has identified the following short-term (1996-97) priorities and actions necessary to accomplish these priorities:

A. PROMOTE ACCESS AND PROVIDE OPPORTUNITIES FOR POPULATIONS THAT HAVE BEEN HISTORICALLY UNDERREPRESENTED IN HIGHER EDUCATION

1. Continue a variety of initiatives aimed at building the university pipeline, including Saturday Academy, Summer Institutes, Advanced Placement Programs, After-School Enrichment Programs, ACCESS Programs, Precollege Consortia Activities and Summer Bridge.

2. Continue articulation with community colleges to help improve academic skills of transfer students.

3. Expand and improve the Public School Partnership for Minority Achievement program.

4. Expand and improve the Minority Enhancement Program

B. ACHIEVE EXCELLENCE IN UNDERGRADUATE INSTRUCTION AND SUPPORT FACULTY DEVELOPMENT INITIATIVES THAT ENHANCE INSTRUCTION AND LEARNING THROUGH INCREASED USE OF TECHNOLOGY

1. Continue the annual program review process to enhance the quality and productivity of academic programs.

2. Continue implementation of a university-wide faculty development program involving faculty in course development workshops, grantsmanship activities, multicultural issues and other activities designed to improve teaching and learning.

3. Focus on professional development of faculty in the uses of technology.

4. Implement a comprehensive system of assessment for every academic program.

5. Expand and strengthen current initiatives in technology and computerization for delivery of classroom instruction in all colleges.

6. Expand pluralization of the curriculum including multi-cultural and international perspectives and gender issues.

7. Expand and improve interdisciplinary programming through the greater use of technology.

8. Implement improvements in the library in accordance with task-force suggestions, particularly, improve the technology resources.

9. Expand and improve the Academic Computing Facility to enhance instruction.

10. Encourage research and grantsmanship to support both teaching and learning.

C. RETAIN AND GRADUATE STUDENTS THROUGH ACADEMIC PROGRAM IMPROVEMENTS AND SAFETY NETS

1. Strengthen and expand proactive and complementary university-wide retention programs including New Student Orientation, Early Warning/Intervention, Provisional Student Program, Peer Counseling, Retention in the Major and various programs of the Counseling Center.

2. Continue to improve and strengthen Academic Advising through Advisor Training Workshops and other similar initiatives; improve advising and tracking student progress through computer applications.

3. Continue to allocate resources to build a strong Academic Skills Program to develop basic skills in English, reading and mathematics.

4. Provide computerized supplementary instruction to improve the developmental programs in English, reading, and mathematics.

5. Continue and strengthen the Writing Across the Curriculum (WAC) program.

6. Continue the university's various assessment activities including assessment of basic skills, student support services, general education objectives and performance in the major; increase the efficiency and improve the collection and organization of assessment data.

7. Link assessment to retention by using assessment results to modify existing programs.

D. PROVIDE STUDENTS WITH WINDOWS OF OPPORTUNITY FOR CAREER AND PROFESSIONAL ADVANCEMENT

1. Continue allocation of resources to refine, expand and strengthen activities of the CSU Career Development Center.

2. Improve and expand internship/cooperative education programs of academic departments and encourage a closer working relationship with the Career Development Center.

3. Continue and increase pipeline programs with Ph.D. granting institutions including the CSU/Minnesota pipeline program, the University of Wisconsin, the University of Illinois, Illinois State University, and the University of Iowa.

4. Encourage academic departments to initiate or expand articulation with professional agencies and graduate schools.

E. CONTRIBUTE TO THE ECONOMIC DEVELOPMENT AND SOCIAL WELFARE OF THE COMMUNITY

1. Expand activities of and seek external funding for the Neighborhood Assistance Center which offers programs to encourage self-reliance among community organizations in such areas as neighborhood development, economic analysis, job creation, affordable housing and environmental awareness.

2. Continue to support and seek external funding for the Gwendolyn Brooks Center for Black Literature which focuses on expanding the humanities on campus as well as in the larger community.

3. Continue various CSU community projects such as the Community Volunteers, Parents Organization, Friends of CSU Scholars, Altgeld Project, Wellness Center, ISAC Collaboration and the Campus Compact for Community Service.

F. DEVELOP THE RESIDENCE HALL AS AN ACADEMIC LIVING - LEARNING CENTER

1. Continue to develop and implement policies and plans to integrate academic pursuits with on-campus living initiated by the Residence Hall.

2. Develop academic programs and community outreach activities for student residents.

3. Provide expanded access to technology by establishing computer labs in the Residence Hall.

Eastern Illinois University
Focus Statement

Eastern Illinois University is a residential campus in east-central Illinois that serves a predominantly traditional, full-time student body and promotes learning and student achievement. In addition to pursuing statewide goals and priorities, Eastern Illinois University:

- offers a comprehensive undergraduate program of liberal studies as a foundation for all students as they seek degrees in the liberal and fine arts, the sciences, teacher education, and other professional programs;
- provides undergraduates breadth through the general education program and depth through a wide range of academic majors;
- provides graduate programs at the master's and specialist's level that are directly related to high quality undergraduate programs or to professional development needs in education;
- supports educators and other professionals in eastern Illinois through programs of continuing professional development; and
- carries out research and public service programs that support instructional priorities.

FY98 Priorities Statement

Eastern Illinois University

I. Improve the quality of education in both undergraduate and graduate programs.

- Revise Eastern's inventory of programs:
  - Phase down the B.S. in Medical Technology program pending a final determination as to its ability to meet the demands of our changing health care system.
  - Consolidate the M.S.Ed. programs in Biological and Physical Sciences into a single degree, the M.S. in Natural Science Education, which will allow broader participation of the science disciplines and broader preparation of students in the program.
  - Rename the Board of Governors B.A. program (the Board of Trustees B.A.program).
  - Develop ISBE pilot projects in Middle Level Education and Integrated Sciences Education.
  - Conduct an intensive evaluation of the M.S. in Gerontology program during the 1997-98 academic year to determine whether to retain it.
  - Pursue IBHE approval of the M.S. in Community Counseling, currently a concentration within the M.S.Ed. in Guidance and Counseling program.
  - Pursue IBHE approval of the B.S.B. in Business Administration, to be offered initially off-campus in the Parkland College district.
  - Pursue IBHE approval of an option in Broadcast Journalism.
  - Pursue IBHE approval of an interdisciplinary minor in Nutrition and Fitness.

- Conduct a review of graduate education intended to set programmatic priorities.

- Implement the recommendations of the Task Force on Lower Division Studies by consolidating student academic services within a unit to be called University Studies.

- Continue to improve support for Booth Library's acquisitions budget. ($51,700)

- Complete the Buzzard Hall renovation by January, 1998.

II. Attract and retain a diverse, highly qualified faculty and staff.

- Improve personnel activities, including interest-based negotiation, by developing the Facilitated Training Service Office. ($16,500)

- Implement an employee professional development program, including supervisory training. ($30,000)

- Facilitate diversity among faculty and staff by increasing support of the under-represented recruitment and retention program. ($80,000)

- Increase the number of tenured/tenure track faculty by ten, particularly within those departments supporting general education.

- Continue to improve faculty and staff salaries, relative to those provided by peer institutions. ($600,000)

• Improve faculty and staff access to technologically current computers by maintaining a workstation replacement fund. ($200,000)

III. Improve university service and outreach.

• Develop an office to coordinate volunteer and community service opportunities for students.

• Increase contacts with alumni through the development of additional chapters and the implementation of a class reunion program.

• Hire a director to oversee Professional Development School activities. ($58,000)

IV. Attract and retain a diverse, highly qualified student body.

• Increase admission standards on a regular basis.

• Increase enrollment in the Honors Programs by 5%.

• Support recruitment efforts aimed at economically and socially disadvantaged students by developing a scholarship program for those with ACT scores of 23 and above. ($100,000)

V. Increase university resources.

• Continue to address total deferred maintenance.

• Initiate planning for the Booth Library renovation. ($1,000,000)

• Increase non-personal operating budgets by 5% in order to improve instruction, increase professional development opportunities, and maintain purchasing power. ($179,153)

• Supplement the Academic Affairs equipment budget ($302,487); replace obsolete, inefficient, and unsafe equipment in the Business Affairs area ($100,000).

• Improve microcomputer support services ($ 80,000); implement distributed instructional technology support in the academic colleges ($50,000).

• Reorganize the School of Business to achieve administrative efficiencies and improve the integration of the individual business disciplines.

• Begin moving remaining remedial instruction to the School of Adult and Continuing Education.

• Initiate an annual direct mail campaign in order to maintain contact with alumni.

• Establish a committee to review the recommendations contained in the consultants' report on University/Foundation relations.

Governors State University
Focus Statement

Governors State University provides junior- and senior-level instruction leading to bachelor's degrees and graduate-level instruction leading to master's degrees. Many of the University's students have multiple commitments to family, job, and community. In addition to pursuing statewide goals and priorities, Governors State University:

- makes higher education accessible to groups historically underserved in higher education, as well as to traditional students, and offers courses at convenient times and at convenient off-campus locations and work sites;

- while affirming the value of traditional approaches to teaching, incorporates innovative, instructional techniques utilizing advanced communications and learning technologies and encourages the development, adaptation, and use of alternative learning strategies;

- emphasizes successful program articulation with the community colleges in its region and the provision of baccalaureate-completion and master's level career advancement opportunities in fields with employment potential;

- encourages and supports research and artistic creativity to maintain the professional abilities of the faculty and the vitality of the teacher-student exchange;

- encourages and leads the economic and social development of its region and, in partnership with community colleges, links its teaching, research and service activities to regional needs; and

- provides a global perspective in an interdependent world across its curricula.

GOVERNORS STATE UNIVERSITY

Priorities Statement
Fiscal Year 1999

Mission

Governors State University continues to be driven by its four-part Mission Statement and by its interest in pursuing the priorities contained within it, as well as maintaining quality and productivity. As our enrollment has grown over 22% in the last four years, the systems at the university have been challenged, and it has been essential for us to increase productivity and do substantial fiscal reallocation, in spite of generous budget increases granted by the Illinois Board of Higher Education, the Illinois General Assembly and the Governor.

The first dimension of our mission--which is making quality education accessible to traditionally underserved groups, including minorities and adult students--drives us again toward four goals.

1. Offering specific new programs which encourage quality learning for students and meet their and the region's employment and workforce needs;

2. Emphasizing the importance of productivity by creating systems to increase the productivity of all of our employees, especially faculty, as well as continuing to provide strong technologically-based educational formats which permit students efficient access to quality education;

3. Continuing to work on outcome assessment to be sure that we have absolute guaranteed the highest quality in all of our programs; and

4. Provide those support services--including learning technology--for our student body to permit students to complete their education and graduate as expeditiously and effectively as possible.

The second a third central priorities of the university--the emphasis on technology in education and serving a diverse population--are incorporated within these programmatic goals. The service to the region, the fourth goal in our Mission Statement, continues to be supported primarily by external funds but increasingly we are attempting to incorporate this priority within our regular curricular activities. This year, for example, our English, science and math education students did student teaching and tutoring at the Ford Heights Cottage Grove Middle School and Bloom Trail High School. The College of Health Professions continues to have students and faculty staff the PADS Homeless Center as part of their practicum and the Communications Disorders program intends to go into Ford Heights next year as a practicum site. The Occupational and Physical Therapy programs will also have practica in areas traditionally ignored or underserved.

The specific initiatives which we have selected as priorities this year include the following in support of the University's Strategic Planning Goals:

Goal 1: Make quality higher education accessible to groups historically underserved. Achieve an appropriate balance, maintaining both quality and access.

1. Fully implement degree programs granted in the past two years.

   - The Early Childhood Development program at the bachelor's and the master's level is moving toward full implementation. We have moved forward with plans for a building to house this program and have some show of interest from both Irving B. Harris Foundation as well as the McCormick/Tribune Foundation for some form of support.

   - Masters in Social Work: working with Chicago State University and with state agencies we continue to design a program to meet the training needs for the employees of the new Department of Human Services, as well as other human service providers within the South Metropolitan Region.

   - In order to develop a cogent and strong degree program we will engage in a comprehensive planning process for the advanced masters in Occupational and Physical Therapy.

2. Articulation: Under the direction of our Provost, Tobin Barrozo, we are developing a new model of articulation with all of the feeder community colleges. We will we create program-by-program reciprocal interface and begin to offer more courses at the community college campuses combined with dual enrollment for the community college and Governors State. This program requires increased staffing and use of faculty at non-GSU facilities, as well as--in some cases--the need to identify and pay for space. This program also will make substantial use of the interactive classrooms and will support faculty training for use of these classrooms, as well as the actual operation and maintenance costs that are not covered by the HECA grant. This will also be information intensive, requiring substantial investment in CARS, our new computer system.

3. Outcomes Assessment: We are working to align the outcome assessment process with the program review and the North Central Accreditation processes (a campus visit is scheduled for 1999) using our student outcome assessment programs (SOAP). This requires increased faculty and administration time as well as some more sophisticated outcome assessment surveys and measurement devices which will also be driven off of the new CARS system. We have indications that our minority populations are graduating at the same rate and level as nonminority populations within our student body. Since this appears to be substantially different from our peer group and other universities throughout Illinois, we are eager to try to document why Governors State has been able to be successful in this regard.

4. Student enrollment growth requires continued support. Since 80% of our students are part-time, we are providing support services substantially greater than our FTE numbers indicate. (Each student requires admission, guidance, financial aid evaluation, degree audit, etc., regardless of how heavy a credit-hour load he/she is carrying.)

5. Support salary increases for faculty and staff at the level appropriated by the legislature.

6. Continue to support students enrolled for fewer than six credit hours through the HECA-funded LEAP program.

7. Continue to increase student scholarships through the University Foundation fund-raising initiatives.

8. Maintain affordable tuition levels for students by increasing tuition only 3% in FY 99, consistent with the university's four-year tuition plan. Provide no increase in student fees in FY 99.

9. Provide capital and operational support to enable the campus physical environment to support the university's strategic planning priorities for FY 99. Substantial student enrollment growth, a 30% increase in new faculty, safety concerns following our recent campus sexual assault, physical space to accommodate new and expanded programs, and the creation of our new early childhood development center require both new space as well as reconfiguration, design and repair and maintenance of existing space.

Goal 2: Integrate cultural diversity into every facet of university life, not as an end in itself, but as an opportunity to build a sense of shared purpose (community).

1. Continue programs which provide support for minority students such as the Dr. Herbert D. Odom Minority Student Mentoring Program, Project HOPE (HECA-supported), the Latino Student Recruitment Program, among others.

2. Continue implementation of the Diversity & Sense of Community Operational Plan, including publication of the trimester diversity calendar, open forums, workshops, Unity month programs, among other activities.

3. Provide opportunities for students, faculty, and staff to be involved in diverse cultures and to broaden their thinking by including international components in existing programs and courses; develop and implement new internationally-oriented courses; continuing international partnership initiatives with South Korea, China, Germany, Egypt, France, Switzerland, Costa Rica, and Mexico and developing additional partnerships.

4. Continue to increase diversity of faculty, staff, and students by establishing aggressive methods of recruitment and hiring.

Goal 3: Make informational technologies (including instructional and distance learning technologies) available to and used by all units throughout the University.

1. Support technology needs of students--both on- and off-campus--as well as for faculty and staff. Needs continue to mount, as we try to remain productive and to stay ahead of the rapid obsolesce of the equipment and support materials.

2. Enhance role of technology as a teaching strategy by increasing options for use of interactive classroom; providing enhanced faculty development options, including our PQP technology teaching sessions; and better integrating technology as a teaching tool throughout the curriculum.

3. Continue to explore alternative delivery systems for offering degree programs, including the new ABE-LINC program, a federal Fund for the Improvement of Post Secondary Education (FIPSE) grant which enables students at community colleges and corporations throughout the country to enroll in the BOG/BA degree.

Goal 4: Expand GSU's service connection with the region to assist in economic, social, and educational development and provide staff and students with "real world" problem-solving learning experiences.

1. Continue regional activities of the South Metropolitan Regional Leadership Center in the areas of housing, education, transportation, and land use planning.

2. Strengthen regional linkages through continued implementation and expansion of the LINCOLN: The Learning In Community On-Line Network technological infrastructure.

3. Provide professional development opportunities for staff working in community organizations.

4. Increase student involvement in community service projects through practica, internships, class projects, Learning in Context and PADS homeless center projects.

Illinois State University
Focus Statement

Founded in 1857, Illinois State University is the oldest public institution of higher education in Illinois with a tradition of instruction, research and public service in support of business, industry, and government. The University enrolls a high percentage of traditional college-aged, full-time students. It has a diverse and multi-cultural undergraduate and graduate student population. In addition to pursuing statewide goals and priorities Illinois State University:

- focuses on undergraduate education, master's degree programs that build upon undergraduate strengths, and selected doctoral programs with its highest priority on the provision of high quality undergraduate teaching and learning;

- maintains and develops liberal arts and professional programs and is distinguished as a leader in the art and science of education at all levels; and

- provides statewide leadership in identifying the needs of Illinois schools and, through coordination with other colleges and universities, developing and delivering programs tailored to meet them.

Illinois State University
Priority Statement and Priority Actions
Fiscal Year 1998

Illinois State University's mission and focus statements establish the goal of offering the premier undergraduate education among Illinois public universities. In addition, they commit the University to providing graduate programs of excellence building on strong undergraduate programs. These statements endorse the University's statewide leadership role in teacher preparation and education. The University actively supports the statewide goals of improving achievements of students from underrepresented groups, maintaining the affordability of higher education, and improving workforce preparation. The sections below identify specific University priorities and actions for fiscal year 1998 to operationalize these goals. These actions will be supported primarily through reallocated funds, but may also serve as the basis for fiscal year 1999 budget requests to continue and advance several initiatives.

GOAL: PROVIDE THE PREMIER UNDERGRADUATE EDUCATION IN THE STATE

Priority 1: **Implement the New General Education Curriculum Adopted Spring 1997**

Actions:
1. Complete curricular approval process for courses to be included in the new general education program.
2. Establish new faculty-led committee structure to oversee and assess the general education program.
3. Disseminate information on new program to high schools and community colleges.
4. Offer Inner Core and Middle Core courses as an option for fall 1997 freshman class.

Priority 2: **Build upon Assessment Activities**

Actions:
1. Undertake comprehensive assessment of undergraduate writing experiences and opportunities.
2. Develop assessment program for new general education requirements.

Priority 3: **Further Incorporate Instructional Technology in the Undergraduate Experience**

Actions:
1. Accelerate the incorporation of instructional technologies into the general education program.
2. Provide increased faculty development activities in the use of instructional technologies, especially through the Center for the Advancement of Teaching.
3. Expand support and technical services for students and faculty.
4. Expand the renovation of general classrooms to incorporate multimedia and new technologies.
5. Implement Phase II (FY98) of the technology tuition increase.
6. Expand use of instructional delivery modes for students using new technologies including distance learning, e-mail, compressed video and web resources.
7. Complete plan to provide Internet access to students in residence hall rooms.

Priority 4: **Promote Faculty Excellence in Teaching and Involvement in Student Learning**

Actions:
1. Revise and strengthen the faculty appointment, annual evaluation, promotion, and tenure process to provide greater rewards for high quality teaching and innovations in teaching and student learning.
2. Utilize the Center for the Advancement of Teaching to provide stronger institutional focus for faculty and graduate assistant development in areas of instruction and learning assessment.

Priority 5: **Improve Retention and Time-To-Degree**

Actions:
1. Implement the new organizational structure of the University College.
2. Based upon the assessment study of student achievement effects, refine CONNECTIONS, the freshman learning communities program, by conducting pilot initiatives to expand curricular integration within the program.
3. Implement and evaluate new mathematics placement process for new students.
4. Implement first year of the new Academic Progress Alert System, an early alert grade reporting system for students in 100-level courses.
5. Increase involvement of students in co-curricular activities to enhance the university experience.
6. Expand student leadership programs.

Priority 6: **Improve Academic Preparation of New Students**

Actions:
1. Adopt revised new student admission policy which stresses stronger high school academic preparation and individual review of applicants who meet minimal admission requirements.
2. Continue to increase the involvement of departments and faculty in the recruitment of new students.
3. Work with the Bloomington/Normal Educational Alliance to provide a comprehensive model of education in the Twin Cities.

Priority 7: **Improve Financial Assistance and Services to Students**

Actions:
1. Review Financial Aid Office services, developing a multi-year plan to review institutional aid policies, enhance need-based aid to students, and improve services.
2. Complete revision of processes for awarding merit-based financial assistance.
3. Increase funding for scholarships and other financial aid through targeted programs.

Priority 8: **Strengthen the Quality of the Upper Division (Junior/Senior) Undergraduate Experiences**

Actions:
1. Revise requirements of selected undergraduate majors to improve both curricular coherence of major requirements and the program interface with new general education requirements.
2. Develop additional internships and international learning opportunities.
3. Develop a plan for strengthening pre-professional programs.
4. Provide expanded undergraduate research opportunities.

Priority 9: **Develop New Undergraduate Programs in Areas of Demonstrated Need**

Action: Develop curricular program proposals in biochemistry/molecular biology and arts technology.

GOAL: STRENGTHEN GRADUATE AND RESEARCH PROGRAMS OF EXCELLENCE

Priority 1: **Implement Recommendations from the Review of the Graduate School and University Research Office**

Actions:
1. Increase the value and reallocation of graduate assistantships insuring linkage to the University Mission, Focus Statement, and Priority Statement.
2. Recruit and appoint an associate vice president for research and dean of graduate studies.

Priority 2: **Review and Strengthen Graduate Programs**

Actions:
1. Complete a review of graduate programs as part of statewide review.
2. Evaluate and implement appropriate recommendations from reviews of graduate education programs.
3. Develop and submit for IBHE approval graduate programs in the areas of social work, arts technology, and environmental health and safety.

Priority 3: **Strengthen University Research Office (URO) and Allied Activities**

Actions:
1. Expand URO's role in the generation of external funds for faculty and student research and for graduate student support.
2. Strengthen University programs that are intended to encourage the submission of external applications as a means of enhancing external funding.
3. Articulate the role of research as a means of improving the educational preparation of graduate and undergraduate students.

GOAL: ASSERT THE UNIVERSITY'S STATE LEADERSHIP ROLE IN EDUCATION

Priority 1: **Enhance Teacher Preparation Programming**

Actions:
1. Continue the Professional Development Schools programs for year-long internships of student teachers in Wheeling Public Schools and in St. Charles, Illinois. Evaluate all project sites to obtain baseline and longitudinal information for assessing program success.
2. In cooperation with the Future Teachers of Chicago, add Professional Development sites in the Chicago area at Pierce and Swift Elementary Schools and at Senn and Sullivan High Schools during FY98.
3. Continue using the results of University, IBHE, NCA, ISBE, and NCATE program reviews to restructure early childhood, elementary, junior high/middle school, and special education teacher preparation programs.
4. Obtain state approval and implement the Bilingual/Bicultural Education Sequence (Spanish) for elementary education majors developed in FY97.

5. Continue collaborative efforts between Sheridan School in Bloomington, Illinois and the College of Education to assist in redesign of curricula for elementary and special education and the principalship.

Priority 2: **Expand Access to Graduate Education Programming**

Actions:
1. Seek approval from IBHE of master plan to expand the scope of graduate program offerings off campus during FY98, including areas with Professional Development School partnerships.
2. Conduct needs assessment for graduate programs in education by region in areas with state approved programs.
3. Develop Internet course delivery mechanisms for selected graduate courses. Prepare, deliver, evaluate, and revise such courses during FY98.

GOAL: IMPROVE MINORITY STUDENT ACHIEVEMENT

Priority 1: **Improve Minority Student Access**

Actions:
1. Increase the involvement of faculty and students in specific outreach efforts for underrepresented groups.
2. Increase communication, recruitment, and articulation activities at community colleges to promote transfer of underrepresented students.
3. Move the liaison responsibility for community outreach groups, the Associates and CAHNAR, to the Office of Admissions.

Priority 2: **Improve Minority Student Persistence and Achievement**

Action: Delineate the responsibilities for the coordination of academic support services and co-curricular, extra-curricular, and student life activities provided primarily for minority students.

GOAL: RESPOND TO THE STATE'S OCCUPATIONAL AND WORKFORCE NEEDS

Priority 1: **Identify Additional Business and Industry Partnerships**

Actions:
1. Complete MBA program at Illinois Power in Clinton and establish other similar graduate education partnerships.
2. Identify opportunities for training professionals relevant to occupational needs in the business and industry community.
3. Establish a more formal mechanism for coordinating off-campus course offerings and public service activities.

GOAL: MAINTAIN THE STATE'S INVESTMENT IN FACILITIES AND INFRASTRUCTURE

Priority 1: **Prioritize Remodeling, Repair, and Renovation Work**

Actions:
1. Obtain state funding to continue the remodeling of Julian Hall to accommodate its connection to the Science Laboratory Building and its use by science departments and academic services support units.
2. Reassign and renovate space in Felmley Hall.
3. Conduct an assessment of facilities to determine the degree that efficiencies can free up funds for renovation.
4. Implement first stage of residence hall renovation under the Campus Enhancement Program.

Priority 2: **Provide and Utilize Additional Facilities**

Actions:
1. Equip and move into the Science Laboratory Building.
2. Design and begin construction of the Performing Arts Center.
3. Design and begin construction of southwest parking ramp.

GOAL: COMPLETE POLICY AND PLANNING ACTIVITIES CONSISTENT WITH NEW GOVERNANCE STRUCTURE

Priority 1: **Review and Revise Governance Materials Internal to the University in Light of the Board of Trustees Policy Changes**

Actions:
1. Review and revise the Illinois State University Constitution for currency in light of board policy changes.
2. Review the internal governance system in light of board policy changes.

Priority 2: **Review and Revise University Policies and Procedures in the Context of Priority 1 to Ensure that there are Clear Differences among Policies and Operational Procedures and Guidelines**

Actions:
1. Review and revise Illinois State University Policies and Procedures Manual.
2. Review and revise student, faculty, and staff handbooks in context of above revisions.

Priority 3: **Promote Campus-Wide Diversity**

Actions:
1. Develop an institutional Plan for Diversity.
2. Improve diversity in institutional hiring patterns.

Priority 4: **Integrate Program Review and Planning**

Actions:
1. Refine the allocation process for vacant tenure track faculty positions to be more responsive to evolving programmatic needs.
2. Integrate academic planning into the University planning and budgeting activity.
3. Expand the planning calendar and communication processes to ensure appropriate involvement of all campus constituencies.
4. Continue the use of the National Association of College and University Business Officers (NACUBO) Benchmarking project to assess selected support functions.

GOAL: BEGIN INITIAL PREPARATION FOR MAJOR UNIVERSITY CAPITAL CAMPAIGN TO CULMINATE WITH THE 150TH ANNIVERSARY OF ILLINOIS STATE UNIVERSITY IN 2007

Priority 1: **Identify Appropriate Categories of Fund Raising Projects**

Actions:
1. Assess departmental needs.
2. Assess donor prospect interests.

Priority 2: **Build Foundation Infrastructure Appropriate to Campaign**

Actions:
1. Complete selection and training of campaign staff.
2. Assess and revise policies, procedures, and materials in preparation for campaign activity.

Northeastern Illinois University
Focus Statement

Northeastern Illinois University offers undergraduate and master's level programs providing access to a metropolitan population diverse in age, culture, language, and race. As a commuter campus located in northwestern Chicago, Northeastern Illinois University's student body includes both traditional college-aged and older students. In addition to pursuing statewide goals and priorities, Northeastern Illinois University:

- offers programs at both the baccalaureate and master's levels in selected arts and sciences disciplines, education, and business that are supported by strong student interest;
- offers selected master's programs that build upon the strengths of the baccalaureate curriculum and are tailored to the continuing professional development needs of the clientele served;
- focuses on preparing teachers for the public schools and training educators for community and private employment that rely on undergraduate programs in elementary and secondary education, in the arts and sciences, and in special education;
- supports a specialized research and public service role that complements the University's instructional mission; and
- tailors its programs to student needs and interests and to strengthening its links with the metropolitan community it serves.

NORTHEASTERN ILLINOIS UNIVERSITY

FY1999 Priorities Statement

The University has identified five major goals to be pursued during the planning period from FY1998-FY2002. Specific action strategies are listed under each of these goals for FY99 and the near future.

Goal 1: **Ensuring diversity in student admission, strengthening student learning, improving student retention and graduation rates, and ensuring successful outcomes, including the ability to secure employment and/or pursue further educational opportunities.**

Strategies

- Maintaining an enrollment management system that ensures the recruitment and retention of a diverse student body, both at the undergraduate and graduate levels.

- Improving the coordination of entry services for students such as registration, academic advisement, orientation, financial aid, and placement testing. Specific strategies will respond to the needs of students who are admitted late.

- Maintaining an on-going assessment of retention efforts by analyzing data from tracking mechanisms that monitor academic performance and persistence rates as well as the personal and demographic characteristics related to student access and diversity.

- Evaluating the success of programs that support the development of baccalaureate-level skills in writing, reading comprehension, mathematics and science.

- Strengthening on-going assessments of the quality and learning outcomes of the undergraduate, graduate programs, student services/development programs in coordination with external accreditation bodies where appropriate.

- Maintaining an effective general education program and the assessment of student achievement of designated general education learning outcomes.

- Promoting a positive campus climate for all students.

- Providing support and resources to faculty and staff to pursue teaching techniques that better serve the needs of our diverse student body.

- Evaluating and, where necessary, expanding programs such as Special Programs, the Summer Transition Program, Orientation programs for freshmen, returning adults, and transfer students, the Mentoring Program and the Freshmen Year Experience that assist first-year students in their adjustment to collegiate life and reduce the risk of dropout during the first year.

- Integrating and expanding services to enable students to secure employment such as induction support, internships, job search skills, and enable them to pursue further educational and professional opportunities.

- Developing alternate education delivery modes for undergraduate and graduate degree programs through the use of different technologies and modalities.

- Promoting adult education programs of the university for inner city minority populations to discover the university as a doorway to the opportunities offered by higher education.

- Examining student attendance patterns and providing administartive/student support services at appropriate levels consistent with student demand.

Goal 2: Improving the allocation of present resources through the development of integrated budget, planning and evaluation processes which clearly identify the University's strengths, weaknesses, opportunities, threats, goals, and priorities.

Strategies

- Promoting university-wide participation in planning efforts to enhance the mission of the university.
- Reviewing and evaluating the university-wide planning process.
- Developing and implementing a multi-year, university-wide strategic reallocating process.
- Maintaining an articulation process between budget and the planning process.
- Developing policies and procedures to improve administrative and support operations for increased productivity.
- Enhancing university fund-raising capabilities and grant development to support educational initiatives and faculty scholarship.
- Evaluating and revising communications initiatives to internal and external communities.
- Coordinating a focused advertising and marketing effort to better communicate the mission and reputation of the university and to improve recruitment.

Goal 3: **Providing state-of-the-art academic computing classrooms that prepare students for workplace technologies, as well as facilitating the development of reading, writing and mathematics skills through the use of software applications.**

Strategies

- Expanding faculty development and training workshops on the use and evaluation of computer-based instructional and research technologies.
- Increasing the academic equipment base particularly science and computer laboratories and classroom computer facilities so that students have access to state-of-the-art equipment to facilitate their learning.
- Evaluating the effect of computer-based technologies on student acquisition of basic skills.
- Identifying other computer-based instructional environments in addition to smart classrooms and laboratories to support faculty and students.
- Maintaining a minimum level of faculty computer support.
- Developing partnerships with agencies more advanced in technology capability and use partnerships to enhance campus knowledge and planning.
- Enhancing technology support and access to this support for graduate students.
- Supporting the recently established faculty committee on information technology.

Goal 4: **Securing the necessary resources to enhance working conditions for faculty and staff and to meet programmatic needs.**

Strategies

- Providing salary increases in order to remain competitive and attract and retain high caliber faculty and staff to maintain and develop quality educational programs.
- Securing new and replacement faculty and staff positions for high demand programs and understaffed programs.
- Replacing old equipment with new movable equipment once the G-Building and Auditorium remodeling is complete, including specialized items for art, music, speech, classroom and office furniture and equipment for support departments such as University Media Services and Facilities Management.
- Replacing old equipment in the science laboratories.
- Reviewing proposals for the remodeling and expansion of the A and B wings and E Building.
- Designing and constructing various infrastructure repairs and improvements such as the water main and sewer systems, electrical distribution system and the Science Building H.V.A.C. system.
- Developing and implementing projects for aesthetic improvements to enhance the classroom learning environment and general physical appearance of the university.
- Installing and activating the fiber optic network system to support video, telecommunication, local and campus-wide applications as well as access to the Internet.
- Installing, implementing, and upgrading the administrative information system.
- Increasing the deferred maintenance base to prevent deterioration of facilities.
- Completing selected capital rehabilitation projects to maintain and improve facilities to meet program requirements as well as external requirements.
- Providing for the periodic review of department/unit space requirements to meet changing programmatic needs.

Goal 5: **Building upon recognized programmatic strengths in cooperation with other universities and identifying appropriate programs, activities, and centers consistent with the University's instructional and public service missions.**

Strategies

- Strengthening and expanding national and international education opportunities for students and faculty.
- Reviewing and assessing international programs and partnership agreements that become viable.
- Working with Illinois Higher Education Regional Consortia and other statewide and national initiatives to offer programs cooperatively to serve the under served.
- Increasing involvement in academic outreach programs/initiatives in the metropolitan area by strengthening internships and community partnerships with local schools, colleges, universities, businesses, industry, and professional and social service organizations.
- Supporting an off-campus center partnership in cardiovascular research to meet the public service needs of the greater Cook and DuPage County areas.
- Planning, developing, and supporting distance education initiatives.
- Increasing support for the Lake County Initiative and Multi-University Center in order to better coordinate and deliver academic programming for learners in this region.

Northern Illinois University
Focus Statement

Located in a region that includes the north and western Chicago suburbs and the city of Rockford, Northern Illinois University has become a major resource for this emerging metropolitan area. Once primarily rural and agricultural, the University's service region is increasingly complex and cosmopolitan, experiencing rapid population and economic growth. The University's undergraduate students are primarily traditional college-aged. While many students select a residential baccalaureate experience, others transfer to Northern from community colleges, and an increasing number commute for their entire academic program while maintaining employment and family obligations. At the graduate level, a substantial number of the University's students are working adults who enroll on a part-time basis. In addition to pursuing statewide goals and priorities, Northern Illinois University:

- provides a full range of liberal arts and professional undergraduate programs;
- offers master's, specialist, doctoral, and professional programs both on campus and at selected off-campus sites through the region;
- strives to meet the region's need for articulate and responsible citizens, a well-prepared workforce, and opportunities for continuing professional development;
- serves as a regional resource for new knowledge, cultural enrichment, and solutions to contemporary problems; and
- responds to the changing needs of its region through appropriate instructional, research, and public service initiatives and cooperative interaction with other colleges and universities, business, industry, government, and human service agencies.

NORTHERN ILLINOIS UNIVERSITY
Priorities Statement
1997 (FY99 RAMP)

Improving Undergraduate Education

- Continue to implement the merger of the former academic affairs and student affairs divisions into a single Division of Academic and Student Affairs, creating work teams from staff drawn from units throughout the new division to address aspects of the undergraduate experience at Northern, many of which emerged from recommendations of the 1996 Task Force on Improving the Undergraduate Experience. Staff from these units will collaborate on the following projects during 1997-98:
  - creation and implementation of a systematic process for exit interviews of students withdrawing from the university
  - establishment of a parents' association
  - creation of living and learning communities in the residence halls organized around the Focused Interest Groups developed by the College of Liberal Arts and Sciences
  - creation of peer tutoring facilities in the residence halls for walk-in access
  - delivery of the university orientation course, UNIV 101, in the residence halls for new freshmen and transfer students
  - survey of freshmen regarding their first-year experiences, including their perception of advising and the campus climate

  The university will continue to address other recommendations of the 1996 Task Force on Improving the Undergraduate Experience during 1997-98.
- Implement the simultaneous admissions agreement under development with Elgin Community College and explore the feasibility of developing similar agreements with other feeder community colleges.
- Implement new assessment methodologies for learning outcomes in the general program developed in spring 1997, and continue to work on the review and possible revision of the general education program.
- Increase opportunities for undergraduate students to participate in research experiences with faculty.
- Continue participation in the University Affiliates partnership with the Illinois Math-Science Academy to improve learning in mathematics and science and in the Illinois Learning Partnership, a statewide organization designed to create linkages between school districts and universities.
- Continue to refine World-Wide Web technologies for admissions, registration and records, and student financial aid, including admissions applications, electronic transcripts, class scheduling, and estimators for financial aid packages. Make more information about the institution and its programs and the success of graduates available on the Internet.
- Create a comprehensive database of scholarships available to students for use by the Division of Academic and Student Affairs, the Development Office, and the NIU Foundation.
- Prepare undergraduate technology programs in the College of Engineering and Engineering Technology for appropriate accreditation.
- Continue work to integrate current student databases in Registration and Records, Student Financial Aid, and Testing Services to facilitate better planning for admissions policies and procedures.

- Continue to review courses for Phase I of the Illinois Articulation Initiative, and prepare to implement Phase I as of summer 1998. Continue to participate in panels working on Phase II of the Illinois Articulation Initiative; review and recommend courses in majors for which the panels have completed curricular plans.
- Continue systematic planning for international program activities and study abroad programs, and continue with efforts to internationalize the curriculum.
- Continue to increase alumni involvement in recruitment and retention.

Support Changing Needs in Graduate and Professional Education

- Continue to develop and refine "new models" for graduate education appropriate to the university's mission.
- Complete the development and approval process of assessment plans for graduate programs under the oversight of the Graduate Council Standards Committee.
- Carry out follow-up activities recommended by the Special Committee to Review Graduate Programs, with the Academic Planning Council and the Graduate Council monitoring the responses of programs to the Special Committee's recommendations.
- Develop a request for a professional master's degree program in physical therapy (M.P.T.) in keeping with new accreditation guidelines of the American Physical Therapy Association.
- Continue the development by the Office of Sponsored Projects of a resource library of information on externally-supported scholarships and fellowships and research-support opportunities for graduate students.
- Support the University Libraries' efforts to expand electronic holdings to include full-text electronic journals, monographs, and reference works as resources permit.
- Enhance departmental training of graduate teaching assistants to ensure their effectiveness in the classroom at Northern and in their future academic careers.

Increase Participation and Achievement of Students and Faculty from Underrepresented Groups

- Expand the Peer Assisted Learning and Supplemental Instruction group services provided by Educational Services and Programs to make them available in the residence halls to increase student use of these support services.
- Increase opportunities for minority students at community colleges to transfer to Northern through the development of new and expanded transfer agreements with feeder community colleges. Offer more outreach and campus-based activities for prospective students from underrepresented groups.
- Continue efforts to recruit and retain minority students in teacher education programs.
- Continue to offer an annual multicultural curriculum transformation institute for faculty.
- Expand activities and programs designed to serve students from underrepresented groups at the pre-college level, building on relationships formed through the Upward Bound program.
- Develop faculty advisory councils for academic support units, and expand assessment and research activities in academic support units to assist them in the continuous evaluation of their progress toward achieving their goals.
- Continue activities designed to achieve gender equity in intercollegiate athletics.

- Review the adapted examination practices for students with disabilities now in use on campus.
- Complete assessment of university needs and expectations regarding affirmative action programs and policies; increase emphasis on training and diversity management, incorporating updated statistical analyses, applicant tracking, and referral systems to regional employers.

Improve the Campus Educational and Work Environment

- Complete the connection of all tenure and tenure-track faculty to the NIU computer network (NIUnet) to enhance instructional interaction between faculty and students and to increase access to informational resources.
- Create a Faculty Development Task Force for Learning Technologies which will act as a leadership team for faculty use of web technologies, e-mail, electronic discussion groups, electronic presentations, and interactive classrooms.
- Continue to enhance support for faculty in using new instructional technologies, including workshops and providing staff consultants to assist faculty in the development and conversion of course materials for delivery through new technologies. Continue to participate in the Interinstitutional Learning Technologies Summer Institute.
- Renovate and equip several centrally-located classrooms with backbone connections and instructional technology equipment to support faculty use of new learning technologies.
- Create a central advising clearinghouse and referral office.
- Develop a comprehensive position management plan incorporating hiring criteria, analyses of new and emerging personnel needs, and the reallocation of salary lines released through retirement planning.
- Refine and maintain market surveys developed in 1996 to assist the university in achieving competitive salaries for faculty and staff; incorporate regional cost of living indices and measures of relative productivity.
- Complete programming for the renovation of Gilbert Hall to house the College of Health and Human Sciences. Complete programming for the second phase of renovating Wirtz Hall to accommodate space needs for the College of Business. Continue to request funding for these projects through the appropriated capital budget process.
- Support private fundraising efforts to enhance scholarships, assist in faculty recruitment and retention, and improve facilities.
- Conduct an evaluation of general classrooms in DuSable Hall and other buildings, and develop a schedule and budgetary plan for improving the physical condition and technological capabilities of general classrooms.
- Revise and update estimates of space requirements and area deficiencies for academic departments and colleges.
- Provide additional space for the College of Law in Swen Parson for the Law Library, the Law Review, other law student organizations, and an additional medium-sized classroom.
- Continue to request funding through the appropriated capital budget process for the renovation of the Stevens Building to upgrade the academic spaces of the School of Theatre Arts and the Department of Anthropology, including a new HVAC system, window and roof replacements, asbestos abatement, and an addition to the scene shop.

Serve the Needs of the Region for High Quality Academic Programs and Services

- Seek approval for the proposed Center for the Study of Family Violence and Sexual Assault to provide training and research applications for professionals in the region working on this issue and to prepare new practitioners with this needed expertise.
- Continue work to develop an evening or weekend off-campus undergraduate degree completion program in business.
- Explore the feasibility of expanding the delivery of the undergraduate program in industrial technology, now available in Rockford, to other community college districts with A.A.S. graduates needing a baccalaureate degree.
- As a follow-up to the 1995-96 program reviews of graduate programs in education and within the framework of the college's strategic planning activities, evaluate the need for off-campus delivery of master's and doctoral programs in education, seek any needed new degree authority, and make rotational plans for course delivery. Seek degree authority for the off-campus delivery of the M.S.Ed. in Instructional Technology.
- Pursue degree authority at Hoffman Estates, Rockford, and Naperville for the M.S. in Finance, and explore the feasibility of offering the M.A.S. at the Hoffman Estates Education Center.
- Install a second distance learning classroom at the Rockford Education Center and new distance education classrooms on the DeKalb campus as funded through the regional consortia. Install interactive video classrooms in the College of Business and the College of Engineering and Engineering Technology as colleges with particularly heavy demand for off-campus delivery of coursework.
- Expand the delivery of courses using interactive video technology and the internet.
- Continue to work with the West Suburban Post-Secondary Consortium and the Fox Valley Educational Alliance to meet the needs of the western suburbs and Rockford for high quality academic programs and with the North Suburban Higher Education Consortium on program delivery for Lake County. Continue cooperation with the Multi-University Centers in Oak Brook and Lake County to provide needed off-campus programs for placebound students.
- Continue to respond to national and regional demand for innovative approaches to workforce training and youth apprenticeship and school-to-work programs.

Maintain and Improve the Campus Infrastructure

- Proceed with Phases IA and IB of the West Campus Master Plan. Phase IA includes the construction of two parking lots to accommodate parking displaced by the central park area. Phase IB includes construction of intramural and recreational fields, creation of the central park area and associated pedestrian and bicycle paths, and improvements to entrances.
- Finalize the building design for a new Campus Child Care Center. Begin construction after completion of construction documents in late fall 1997.
- Finalize design documents and begin construction on the renovation of Stevenson North Residence Hall, the first phase of the Residence Hall Master Plan. Also, finalize design documents and begin

construction on the Center for University Resources for Latinos and Latin American Studies and on new facilities to be shared with the Illinois Association of School Business Officials.

- Begin replacing the university's 25-year-old financial system with new software that will allow for more efficient collection, reporting, exchange, and analysis of financial information
- Continue to remodel and move campus units into suggested locations according to recommendations in the NIU Space Allocation Study. Remodel Williston and Adams Halls for Registration and Records and the Graduate School, and finalize space allocation plans for other units currently located in Altgeld, Adams, and Williston Halls.
- Finalize construction documents, and carry out the ADA compliance projects funded by a state grant of $4.8 million. Projects include the installation of six elevators, power-assisted doors, sidewalks, ramps, signage, and other access measures.
- Finalize architectural/engineering planning for the renovation of Altgeld Hall, and continue planning for the build-out of the Founders Library basement. Begin construction when funds are appropriated by the legislature.
- Complete planning for the Central Campus Pedestrian Mall and for Phase I of the Storm Waterway Management and Flood Control Project. Continue to seek funding through the appropriated capital budget process for Phase II (central and east campus) and Phase III (west campus) of the Storm Waterway Management and Flood Control Project.
- Continue to seek funding through the appropriated capital budget process for the following: chilled water production and distribution system for the east campus; repair of campus roadways and rehabilitation of the university's primary electrical distribution systems; replacement of the Montgomery Hall HVAC system; rehabilitation and repair of elevators in Zulauf, Faraday, Graham, Montgomery, Davis, and Swen Parson Halls and the University Health Center.
- Replace roofs on Cole Hall and the Student Recreation Center. Depending upon approval of state funding for capital repair and renovation, replace roofs on the Psychology/Computer Science, Physical Plant, and Nursing Buildings and on Williston, Graham, Gabel, McMurry, and Still Halls.
- Depending upon approval of state funding for capital repair and renovation, the following projects will be implemented: elevator repair for Psychology/Computer Science and Founders Library; safety improvements in the Stevens Building; smoke detection and fire alarm system upgrades in McMurry and Still Halls; boiler replacement for the Social Science Research Institute; stone repairs for Swen Parson Hall and the south side of Davis Hall; Faraday Hall chilled water connection; replacement of east campus water main loop--Altgeld section; phase II of the central campus pedestrian mall project; and ADA-signage completion project and installation of visual fire alarms.

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Western Illinois University
Focus Statement

Western Illinois University serves students who enter the institution as freshmen or who transfer after completing academic work at community colleges and other institutions. Most undergraduate students are of traditional college age, enroll full time, and live on campus. In addition to pursuing statewide goals and priorities, Western Illinois University:

- supports a comprehensive general education curriculum and emphasizes baccalaureate degrees in selected education and professional areas while maintaining strong arts and sciences programs;
- supports selected graduate programs with high demand at the master's level;
- sustains a campus environment in which instructional, research, and service activities recognize and meet the needs of a diverse student body and workforce;
- serves the educational and cultural needs of west-central Illinois and provides off-campus instruction through the Rock Island Regional Undergraduate Center and the Quad-Cities Graduate Study Center; and
- continues to develop advanced telecommunications-based instructional delivery systems to meet the education and training needs of Illinois schools and the educational and economic needs of west-central Illinois.

Western Illinois University
FY1999 Priorities Statement

The mission of Western Illinois University is to provide the premier undergraduate education among all public universities in Illinois, and, in selected disciplines, far beyond Illinois' borders. The University has established five priorities to carry out its mission and identified specific actions to move the institution toward these goals.

Support quality undergraduate and graduate education.

- Review undergraduate programs in accountancy, economics, finance, French, human resource management, information management, management, marketing, and Spanish. Review graduate programs in accountancy and business administration. Review the organized research and public service unit Center for Management and Professional Development.

- Continue M.B.A. program offerings in community college districts in the Western Illinois Education Consortium as approved by the Illinois Board of Higher Education.

- Continue the transfer of resources through internal reallocation to support the Center for the Application of Information Technologies.

- Continue the development of tools for the assessment of student learning in the University's general education curriculum and begin curriculum modifications based on assessment findings.

- Continue development of tools for mid-career assessment of baccalaureate-level skills and the assessment of academic achievement in undergraduate program majors; review the University's mathematics requirements and current methods of assessment.

- Continue study of strategies for timely completion of the baccalaureate degree.

- Expand study abroad and other activities designed to improve student awareness of international issues and opportunities.

- Encourage faculty development through workshops, seminars, and consultation services designed to strengthen instruction and clarify faculty roles and responsibilities, with renewed emphasis on preparation of new faculty for classroom roles.

- Expand the preparation of faculty to use computer resources, the Internet, distance learning, and other advanced instructional technology in the classroom.

- Continue ongoing assessment of the WIU writing program which calls for instruction in written expression during all four undergraduate years and requires special writing experiences in all academic majors; expand the WIU writing program to include skill building in reading.

- Expand activities to promote moral dialogue and ethical literacy among faculty and students across all academic disciplines and throughout academic and non-academic communities in the western Illinois region.

- Increase by 10 percent University Library funding for acquisition of books and periodicals.

- Continue to develop program-by-program articulation agreements consistent with the Illinois Articulation Initiative to facilitate community college student entry to upper division programs at WIU.

- Initiate processes for the achievement of North Central reaccreditation in 1999-2000.

- Pursue continuing accreditation of the undergraduate and graduate business programs in the College of Business and Technology by submission of self-study documents.

- Support salary equity initiatives for faculty, staff, chairpersons, and administrators.

- Restore and augment resources for operation line items.

- Support the expansion of master's degree programs delivered via technology.

- Initiate activities that bring to the attention of the citizens of Illinois the many exemplary programs offered at WIU including partnerships and collaborative projects.

Support laboratory, computer, and telecommunications technology.

- Strengthen instruction by replacing outmoded classroom and laboratory equipment and instrumentation and acquiring state-of-the-art instructional equipment.

- Improve undergraduate computer instruction by increasing resources available for advanced computing applications in degree programs across campus.

- Expand and update instructional computer laboratories supporting the WIU writing program.

- Expand faculty access to appropriate instructional technology resources.

- Continue the development of state-of-the-art electronic multimedia classrooms.

- Support migration to a new hardware and software platform for ILLINET Online, the statewide library catalog and circulation system.

- Support compressed digital audio-video connections to the Western Illinois Education Consortium and other telecommunication consortia; increase resources for funding of line charges.

- Explore expansion of Internet connections with Illinois community colleges and K-12 schools.

- Expand services to students by developing a telecommunication system supporting phone-in registration and dial-up access to selected student financial account information.

- Recognize the importance of electronic technologies yet provide a transition from information collection to knowledge, systematically advancing the scope of vision and reasoning skills to comprehend and gauge information and relate it to the past and present and to specific problems associated with critical thinking, public and private values, and aesthetics.

Support Program Delivery at the WIU Regional Center.

- Implement the following new undergraduate programs to be offered at the WIU Regional Center in Moline:

  B.B. in Information Management
  B.S. in Law Enforcement and Justice Administration
  B.B. in Marketing
  B.S. in Recreation, Park and Tourism Administration
  B.S.Ed. in Special Education

- Expand course offerings in business and technology at the WIU Regional Center to allow timely degree completion.

- Install instructional equipment to support expanded offerings at the WIU Regional Center.

- Provide additional library resources for the WIU Regional Center library. Complete the outfitting of the John Deere Decision Learning Center and purchase computer and technology equipment needed for library use.

- Develop dual enrollment agreements with Western Illinois Education Consortium member institutions, permitting new students to apply for simultaneous acceptance at a community college and WIU upon completion of an associate degree.

- Develop an articulation manual for all Black Hawk and WIU programs.

Support initiatives that address issues related to justice, equity, and diversity initiatives.

- Continue the Office of Faculty Development focus on multicultural issues and encourage the integration of multicultural scholarship in undergraduate courses.

- Review WIU progress in the promotion of gender equity in intercollegiate athletics in connection with NCAA certification requirements.

- Continue the Hispanic Program for Educational Advancement, an academic and outreach program designed to increase access, retention, and graduation rates of Hispanic students.

- Support placement of interns through the Minority Internship Program (formerly the Board of Governors Minority Internship Program).

- Expand multicultural course offerings in the University's general education curriculum.

Support maintenance and improvement of the University infrastructure.

- Continue to implement changes recommended in the American with Disabilities Act audit completed in 1993.

- Fund and implement a plan to replace noninstructional equipment on a revolving five-year basis.

- Renovate Simpkins Hall to create a fine arts recital hall; renovate Horrabin Hall to provide facilities for ROTC.
- Renovate Sherman Hall and Simpkins Hall, installing heating/cooling equipment, sprinkler systems, and general interior improvements, including remodeling the Simpkins Hall Theatre.
- Repair exterior masonry surface on Waggoner Hall and renovate the building's ventilation system.
- Replace electrical system components in Browne Hall.
- Continue to improve the utility tunnel system, providing an additional 1,750 feet of walk-through utility tunnel and 3,000 feet of shallow trench.
- Increase funding available for properly maintaining University facilities.
- Update controls system, replace worn valves, and reconfigure cab interior in the Sallee Hall elevator.
- Increase funding to support distance learning technologies, uplink, and compressed digital video systems.

Southern Illinois University at Carbondale
Focus Statement

Southern Illinois University at Carbondale offers a full range of baccalaureate programs, is committed to graduate education through the doctoral degree, and gives high priority to research. It receives substantial federal support for research and development and annually awards a significant number of doctoral degrees balanced among selected liberal arts and sciences disciplines and professional programs. In addition to pursuing statewide goals and priorities, Southern Illinois University at Carbondale:

- strives to develop the professional, social, and leadership skills expected of college students and to improve student retention and achievement;
- supports the economic, social, and cultural development of southern Illinois through appropriate undergraduate, graduate, and professional education and research;
- develops partnerships with communities, businesses, and other colleges and universities, and develops utilization of telecommunications technologies;
- cultivates and sustains a commitment in research and instruction to problems and policy issues related to the region and the state's natural resources and environment;
- strives to meet the health care needs of central and southern Illinois through appropriate health-related programs, services, and public health policy; and
- cultivates and sustains diversity through a commitment to multiculturalism, including international programming.

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
Priorities Statement
Fiscal Year 1999

3. Priorities Statement

Southern Illinois University has an unequivocal commitment to excellence in teaching, scholarly/creative activities, and service and the achievement of these objectives within an affordable educational experience for all of our students. Within these objectives and consistent with the distinctive missions of the Carbondale and Edwardsville campuses, is an explicit commitment to the tradition of affirmatively supporting the educational needs of underrepresented and disadvantaged populations in the state.

To achieve these objectives, the following priorities have been established:

- We shall improve teaching and learning and strengthen undergraduate, graduate, and professional education, including a more effective student recruitment strategy. Each campus strategy shall take advantage of existing and emerging programmatic strengths as well as bridging school-to-work by making more work-based learning experiences available to our students.

- We shall develop and maintain an effective strategy to enhance student retention and reduce the average time-to-degree completion. A cornerstone of this program will be expected involvement of all members of the University community.

- We shall strengthen our commitment to faculty and staff development as well as ensure a closer correlation among faculty and staff workload, productivity, and reward systems as defined by the role and mission of each program and administrative unit.

- We shall strengthen and expand inter and intra campus collaboration through international opportunities, degree programs, distributed learning, research, and fundraising and implement initiatives that improve efficiency and reduce unnecessary duplication of effort.

- We shall strengthen the University's leadership role in the areas encompassed by our regional consortia and build public and private sector partnerships that address the state's needs.

Achievement of these priorities requires the commitment and dedication of the entire University community.

Southern Illinois University at Edwardsville
Focus Statement

Southern Illinois University at Edwardsville serves traditional college-aged undergraduate students, with many commuting from the surrounding area, as well as older, part-time, and minority students. The campus offers a balance of instruction, research, and public service programs consonant with its role as the only public university in southwestern Illinois. Southern Illinois University at Edwardsville also administers the School of Dental Medicine at Alton and operates a center in East St. Louis. In addition to pursuing statewide goals and priorities, Southern Illinois University at Edwardsville:

- offers undergraduate programs and master's programs encompassing instruction in education, social services, business, engineering, and the health professions in order to improve the quality of life, economy, health care, and environment in the greater St. Louis metropolitan area;

- emphasizes graduate-level programs that prepare practitioners and professionals in those fields that are particularly relevant to addressing the social, economic, and health-care needs of the region;

- focuses off-campus programs in southwestern Illinois, except in fields such as nursing in which the University is distinctly positioned to offer off-campus completion programs for the entire southern Illinois area; and

- addresses the need for dentists in the central and southern regions of the state through its School of Dental Medicine.

SOUTHERN ILLINOIS UNIVERSITY AT EDWARDSVILLE
Priorities Statement
Fiscal Year 1999

The University has defined priority areas that are parallel to the University Priorities as approved by the Board of Trustees (student recruitment, student retention, improve productivity, and collaborative partnerships). The six challenges listed below correspond to the priorities outlined in SIUE's four year tuition plan (where noted) and represent both a continuation of initiatives that have been particularly effective and a description of new initiatives designed to allow the University to meet its focus, mission, and vision.

A. **Create a harmonious University community characterized by integrity, cooperation, open dialogue and mutual respect among individuals with different backgrounds, cultures, and perspectives.**

- Continue implementation of the Diversity Plan to include training, educational programs, and activities designed to enhance faculty, staff, and student understanding of diversity (existing resources and funded from tuition increase).

- Increase the number of minority faculty and students through the Fund for Minority Recruitment and Retention and college and schools recruitment activities (existing resources and tuition increase funds).

- Expand and continue implementation of the following training opportunities: Supervisory Training Program, New Employee Orientation Program, Seven Habits of Highly Effective People, and Office Professional Series (existing resources).

- Continue implementing an aggressive staff recruitment plan to ensure a diverse work force (existing resources).

- Assimilate the major cultural arts training functions of the Katherine Dunham Center for the Performing Arts into the SIUE Theatre and Dance Department (existing resources).

B. **Attract, nurture, educate and graduate a diverse, capable student body with a balance of traditional, non-traditional, commuter, and residential scholars.**

- Continue the recruitment strategy initiated in 1989 and supplemented in 1992-93 to reflect an increased residential component of the University that has resulted in increased applications and enrollments (existing resources).

- Implement retention efforts that strengthen admission standards, provide early intervention for students experiencing academic difficulties, offer tutorial services, encourage academically strong students to participate in honors courses and departmental research activities, and strengthen campus life (funded from tuition increase and existing resources).

- Revise and strengthen the student orientation program, with particular attention to the increased number of students living on campus, and consider making University 112 (The University Experience) mandatory for all freshmen (existing resources and internal reallocation).

- Implement Student Services 2000 plan to include student services center, an admissions reception center, technological improvements, and customer service training for staff (existing resources).

- Develop highly selected cooperative doctoral programs with SIUC in a limited way consistent with SIUE's first priority of undergraduate education and masters' degrees for working adults (existing resources).

- Seek funding to provide continuing support for successful cooperative programs with area schools designed to increase access for students in underrepresented groups, such as the AmeriCorps/East St. Louis, the Minority Engineering Program, the Upward Bound/Science Awareness Program, the Math and Science College Preparatory Center, Jobs for Illinois Graduates Program, and the Katherine Dunham Center for the Performing Arts (external funds).

- Continue to have the East St. Louis Center work with the University's academic departments and support units through the Center's Upward Bound/Science Awareness Program and the Math and Science College Preparatory Center (non-appropriated funds).

- Evaluate Graduate School Recruitment Plan (existing resources).

- Develop professional development course sequences to recruit graduate students (existing resources).

- Establish a magnet school in cooperation with the local school districts that allows the Katherine Dunham Center for the Performing Arts to provide courses in the arts as part of the school's curriculum (existing resources).

- Continue development and expansion of the Intensive English Program (existing resources).

- Implement School of Business tuition scholarships (external funds).

C. **Create and implement innovative, exciting, high quality academic programs that foster active, life-long learning partnerships in which students develop the knowledge and skills to be effective leaders in their professions and communities.**

- Continue implementing appropriate recommendations from the General Education Report, including: increase access to introductory courses and decrease student/faculty ratios in such courses (funded from tuition increase and internal reallocation).

- Continue to refine assessment initiatives by revising midpoint assessment techniques, providing centralized support for unit assessment efforts, and coordinating assessment activities with program reviews (existing resources).

- Continue to support additional faculty for the School of Dental Medicine (funded from tuition increase) to reduce clinical faculty/student ratio.

- Develop and implement an M.S. program in Mechanical Engineering (New Program Request).

- Develop and implement Professional Development Schools (New Program Request).

- Develop additional courses in the School of Business that meet the general education goals such as intergroup relations, international issues, and international culture (existing resources).

- Complete proposals and review through the governance process potential M.S. programs in Industrial Engineering and Construction (future New Program Requests).

- Complete proposals and review through the governance process potential new programs as follows: B.S. program in Computer Engineering, M.S. program in Information Systems Technology, and program in Financial Economics.

- Continue to promote niche programs in the School of Business, such as the Master of Marketing Research and Master of Science in Computing and Information Systems (existing resources).

D. **Develop a faculty and staff with a reputation for providing the highest quality educational opportunity, scholarship, and service.**

- Implement revised faculty salary plan to emphasize excellence in teaching while encouraging and rewarding scholarly and creative activity (no funding necessary).

- Complete implementation of Oracle administrative information systems in cooperation with SIUC and the President's Office (existing resources).

- Continue review of administrative processes to improve efficiencies including implementation of the procurement card purchasing system, bar coding of U.S. mail to reduce costs, active implementation of centralized leasing/purchasing of copiers (recurring cost for a full-time administrator), and increase employee participation in electronic funds transfer of pay and eliminate one or more pay plans for all employees (existing resources).

- Provide resources to train faculty with incorporating technology into the curriculum through the Faculty Technology Center(existing resources).

- Continue the Excellence in Graduate Education Program to strengthen graduate teaching (existing resources).

- Continue regulatory compliance programs designed to address workplace safety, ergonomics and the purchase and proper use of safety equipment (tuition increase and existing resources).

- Explore developing a Distinguished Professor Program (existing resources).

E. **Achieve a symbiotic and synergistic relationship with Illinois and the St. Louis metropolitan area: this means being responsive to community needs and utilizing regional assets that enhance the educational experience, while providing high quality graduates and superior services.**

- Expand distance education for programs within the region, such as the School of Nursing off-campus delivery of a master's program in the Blessing-Rieman College of Nursing (Quincy) and John A. Logan Community College, and use distance education technology to introduce telemedicine at the East St. Louis Center involving SIU's School of Dental Medicine and UMSL's optometry program (funded by new state resources, tuition increase, capital and existing resources).

- Use distance education for the development of interdisciplinary courses between the School of Nursing and the SIU School of Medicine (existing resources).

- Expand School of Business course and program offerings through distance education to the following community colleges: Rend Lake, Kaskaskia, Belleville Area, Lewis and Clark, and Olney (existing resources).

- Continue the School of Dental Medicine and St. Louis University joint post-graduate training program in endodontics and periodontics and develop joint training programs between the two institutions in orthodontics (existing resources).

- Continue programs for area teachers on-line via the Internet for the math and science education kits (existing resources).

- Continue community support activities in East St. Louis such as Project CARING to improve student completion rates, parent involvement in the student's education, and the climate of the Lansdowne Junior High School and the nurse-managed clinic (Community Nursing Services), the dental clinic, and the optometry clinic in the East St. Louis Center (grants and activity resourcess).

- Coordinate assessment activities with local community colleges particularly in the areas of writing, critical thinking, and interdisciplinary studies (existing resources).

- Implement an Urban Institute through the East St. Louis Center which would coordinate and share resources of service agencies, municipal governments, health providers, and educators and provide support for research involving the entire urban region with emphasis on the southwestern Illinois metropolitan area and (grants and internal reallocation).

- Continue development of the distance education network through the regional consortia (internal reallocation and state grants).

- Develop collaborative graduate nursing program with University of Illinois-Springfield.

F. **Protect, maintain, and develop our physical assets responsibly, in order to support the educational vision and enhance the quality of life for the University and regional community.**

- Complete the Facilities Renovation plan, including provision of new exterior lighting, compliance with ADA requirements for facilities (including Lovejoy Library and the computing labs), enhancement of signage, and improvement of parking facilities (capital and auxiliary funding).

- Continue community oriented policing initiative begun in FY 96 (grants).

- Through the Technology Advisory Council develop a policy on remote network access, explore standardizing desktop hardware and software, and oversee support for curricular needs (reallocation and existing resources).

- Seek capital funding for continuing renovation of the campus infrastructure, renovation of mechanical systems (upgrade the chilled water distribution system), repair and upgrade of roadways, construction of a new facility to house the East St. Louis Center, consolidation of the School of Dental Medicine facilities, and renovation of the Science Building (capital funds).

- Construct and prepare to occupy the new Engineering Building (capital funds).

- Design and implement improvements to reduce erosion of sensitive lands on campus, and flooding of areas downstream of the campus (existing resources).

- Continue to seek outside funds to remodel School of Business classrooms (external funds).

University of Illinois at Chicago

Focus Statement

Located in the nation's third largest metropolitan area, the University of Illinois at Chicago offers instruction at the baccalaureate, master's, first professional and doctoral levels. The University conducts research and public service in a variety of fields and ranks among the top universities nationally in attracting external support for these activities. A significant proportion of the campus' undergraduate student body commutes, is older than traditional college age, attends part time, and has transferred from other institutions. In addition to pursuing statewide goals and priorities, the University of Illinois at Chicago:

- strengthens the economic and social vitality of the Chicago metropolitan area through its urban land grant mission that emphasizes business and industrial development, health care, school improvement, and enhanced opportunities for minority groups;
- offers instruction, research and public service in traditional fields such as engineering and the arts and sciences complemented and enhanced by a focus on health and medical sciences and services;
- provides off-campus programs in community college districts in the Chicago metropolitan area; and
- has a statewide mission to provide off-campus programs in health sciences and in selected other areas not generally available through other colleges and universities in the state.

Priorities Statement

UIC's vision is to become the nation's leading urban land grant university. UIC will do so by accomplishing the following priority objectives:

Seek and achieve membership in the Association of American Universities as evidence of our academic standing.

- Continue to recruit new senior faculty and support the development of their research programs through a fund that returns to their departments 100% of the ICR funds they generate during their first two years at UIC.
- Continue and expand the successful Minority Faculty Recruitment Program.
- Continue to encourage faculty leadership development through visiting appointments for faculty as Associate Vice Chancellors for Academic Affairs.
- Implement the report of the Promotion and Tenure Task Force.
- Review and implement a more comprehensive third year tenure review process.

- Support outstanding teaching through the Teaching Recognition Program (TRP). (The Council for Excellence in Teaching and Learning has awarded $100.000 in TRP grants to faculty who demonstrate effective mechanisms for the documentation of high quality teaching, and has granted 67 awards for exceptional quality in teaching.)

- Examine data gathered from the exit interview process to understand faculty departures and to design implementation of related changes.

- Support the development of Ph.D. programs in Art History, Disability Studies, Economics, Environmental Engineering, Health Informatics, Kinesiology, Occupational Therapy, Physical Therapy, Political Science, and Urban Planning.

- Continue to implement program reviews under the new process specified by the Senate Priorities Committee.

- Work with the Salary Subcommittee of the Senate Priorities Committee to establish long term salary goals and strategies for faculty.

- Work to ensure excellence and diversity in our graduate student population.

- Increase graduate student stipends for fellowships and assistantships so that they are competitive with other top institutions and result in recruiting and retaining top quality graduate students.

Reaffirm our commitment to undergraduate education and to the improvement of our undergraduate student body without losing the cultural diversity that it reflects.

- Expand the Guaranteed Professional Programs Admission (GPPA) initiative.

- Recruit more highly qualified freshmen.

- Review admissions criteria for freshmen.

- Continue to improve the priority registration process.

- Continue to develop campus and college level freshman orientation courses that better prepare students for academic and campus life.

- Strengthen the Honors College by planning for more attractive and accessible space and facilities.

- Continue to address retention through the use of the Student Satisfaction Survey results and other initiatives identified by the Student Affairs and Academic Affairs Enrollment Management Committee.

- Continue to develop partnerships between Academic Affairs and Student Affairs that increase opportunities for out-of-classroom learning.

- Continue to enhance the environment for general use and program-specific classroom instruction through the classroom remodeling program.

- Assure enough core courses offerings to guarantee swift movement to degree.

- Continue expanding PC access to students.

- Assist faculty in incorporating the latest instructional technology into the classroom.

- Extend the Degree Audit Reporting System to establish degree programs for LAS, establish transfer articulation for coursework from eight additional institutions, and convert from the current mainframe system to the more robust client/server version of DARS software.

- Continue to increase the number of students who, after one semester, have clear academic status, a higher GPA, and fewer remedial courses.

- With LAS, develop a student assessment plan in compliance with the recommendations of the NCA.

- Plan for the improvement of undergraduate instruction through upgrades in general student use computer laboratories and computer instruction programs in the Colleges of Architecture and the Arts, Associated Health Professions, Engineering, Business Administration, Education, Engineering, LAS, Medicine and the Library.

- Continue to enhance the quality and scope of undergraduate education through increased emphasis on international educational programming.

Expand our instructional outreach to the region and the State.

- Continue to prepare outstanding urban educators, teachers and administrators through our school personnel preparation programs.

- Through the Principals' Center at UIC, assist principals in developing the leadership attitudes and perspectives required to sustain school reform, enhance their management and leadership skills, and provide access to scholarly and applied research.

- Enhance learning for all Chicago area students and dramatically improve classroom practice through UIC's continued involvement with and commitment to the Chicago Annenberg Challenge.

- Through the Small Schools Workshop, serve as a catalyst, facilitator, resource guide and ally to groups of school people who are creating more effective and productive learning environments.

- Provide five programs for Teacher Preparation Certification.

- Through a partnership with the Chicago Public Schools (CPS) and the Chicago Teachers Union, the College of Education is developing a CPS system-wide new teacher induction program. The project is funded by CPS and the MacArthur and McDougal Foundations.

- The College of Education faculty will partner with a number of probation schools.

- With funding from a $900,000 NSF grant, the Institute for Mathematics and Science Education and the College of Education will support professional development for CPS high school teachers in the area of mathematics education.

- Further develop interactive video sites connected between UIC, Urbana, Rockford, Peoria, and Springfield.

- Expand linkages between distance learning technological capability and innovative outreach program initiatives.

- Continue to improve the capability to link academic affairs and institutional advancement features of both international and outreach programming as specific opportunities arise such as the UIC Executive Programs.

- Expand the ability to develop and coordinate outreach initiatives of a multi-college character.

Use the South campus development as the catalyst for building a vibrant UIC community.

- Publish a new Campus Master Plan.

- Complete the development of the South campus and the expansion area

Position the Medical Center for leadership in the emerging competitive health care environment.

- Continue to develop distance learning capability of the Medical Education program (INTERMED) which is designed to link public and private health education providers with hospitals, clinics, community colleges, and public schools throughout Illinois.

- Further develop the organizational and operational effectiveness of the Medical Center in relation to managed care.

- Strengthen the UIC Medical Center primary care delivery capability.

- Initiate construction of the ambulatory care facility.

- Support the establishment and growth of a Health Policy Center in the School of Public Health.

- Support the advancement of molecular biology research and teaching through investment in the development of the Molecular Biology Building and its programs.

- Continue planning for the construction of a new building for the College of Medicine.

- Develop the Rural Medical Education Program, RMED -- an undergraduate and graduate medical education program designed to train family physicians for practice in rural Illinois.

Strengthen the Great Cities Program. UIC's Metropolitan Commitment.

- Continue to develop the College of Urban Planning and Public Affairs and the Great Cities Program through senior visiting professorships, regular faculty appointments, the Great Cities seed grant program, and the Neighborhood Initiatives.

- Conduct interdisciplinary research, education and service projects addressing the needs of the Chicago metropolitan area through the development of the Great Cities Institute.

- Continue community outreach through initiatives like the degree program offered at El Valor in Pilsen through the College of Business Administration.

University of Illinois at Springfield
Focus Statement*

The University of Illinois at Springfield (formerly Sangamon State University) has a broad role in serving the central Illinois region. A junior-senior and graduate-level university that also serves lower-level students through cooperation with two-year colleges, it offers programs to meet the needs of transfer and adult students as well as residential, traditional-aged students. Located in the state's capital, the University of Illinois at Springfield has a special mission in public affairs. In addition to pursuing statewide goals and priorities, the University of Illinois at Springfield:

- emphasizes public affairs and the integration of liberal arts and professional studies in its curricula;
- emphasizes developing and implementing improvements in program articulation, facilitating the transfer of community college students, and promoting inter-institutional cooperation;
- concentrates graduate offerings in selected disciplines that are able to share faculty and coursework in a mutually supportive environment; and
- organizes instructional, public service, and research programs that are within the programmatic priorities of the University.

*Adopted for Sangamon State University in January 1994. Now the University of Illinois at Springfield, the University has proposed a revised Focus Statement shown on the following page.

University of Illinois at Springfield

Proposed Focus Statement *

The University of Illinois at Springfield has a broad role in serving the central Illinois region. As an undergraduate and graduate level campus, it offers programs to meet the needs of transfer and adult students as well as residential students of traditional college age. Located in the state's capital, the University of Illinois at Springfield has a special mission in public affairs. In addition to pursuing statewide goals and priorities, the University of Illinois at Springfield:

- emphasizes public affairs and the integration of liberal arts and professional studies in its curricula;
- emphasizes developing and implementing improvements in program articulation, facilitating the transfer of community college students, and promoting inter-institutional cooperation;
- concentrates graduate offerings in selected disciplines that are able to share faculty and coursework in a mutually supportive environment; and
- organizes instructional, public service, and research programs that are within the programmatic priorities of the campus.

Priorities Statement

Restoring the Faculty Base

- Strengthen educational quality by hiring and maintaining a critical number of faculty, allocating faculty resources effectively, and prioritizing faculty hires.

Enhancement of Teaching and Degree Programs

- Continue to move toward implementation of a full four-year curriculum.
- Implement the doctorate in public administration.
- Augment program quality by refining curricular offerings, enhancing advising, and seeking program accreditation where appropriate and feasible.
- Continue implementation of the campus assessment program with special emphasis on discipline-based graduate assessment.

* Submitted to IBHE on October 2, 1996

- Seek opportunities to improve quality and maximize use of resources through intracampus and intercampus collaboration.

- Continue to pursue partnerships with external entities and to maintain beneficial relationships with minority groups in the community.

Improvements in Graduate Education

- Develop plans for governance and administrative processes to better support graduate education.

- Enhance the quality of the graduate assistant program by increasing graduate assistant stipends.

Improving Support for Scholarship

- Continue to work toward establishing a mutually reinforcing relationship between scholarship and teaching and develop policies to support faculty scholarship in all its forms.

- Improve support for student scholarly activity.

Improving Campus Intellectual, Social, and Cultural Climate

- Provide additional ways to engage faculty members and students in intellectual dialogue outside class, including the scheduling of a fuller complement of activities that enhance educational experiences such as lectures, films, displays of creative work, and dramatic presentations.

- Augment the sense of community on campus by providing appropriate campus life activities, athletic activities, and other services that enhance the inclusion of all students.

- Ensure that the curriculum of each academic program is inclusive of the perspectives of women and minorities and that the campus environment offers a supportive climate for all students.

Enrollment Growth

- Modify UIS' enrollment plan in response to changes in curricular commitments.

- Further develop continuing professional education activities in response to changing needs for lifelong learning.

- Continue to develop and respond to opportunities to deliver curricular offerings to underserved areas via on-site instruction, interactive telecommunications, and the Internet.

- Continue the campus' commitment to cooperation with community colleges with emphasis on implementation of the Illinois Articulation Initiative.

- Attract and retain a high quality, diverse student body.

Improving Advising and Experiential Learning

- Continue planning for the upgrade of the student information system.
- Develop additional community sites for clinical internships.

Physical Space, Technology, and Operations

- Continue to seek support for a new classroom/office building to accommodate larger classes and facilitate nontraditional as well as traditional teaching methods.
- Upgrade and enhance telecommunications, computer, scientific, and other technical equipment, including continued collaboration with Lincoln Land Community College on the Rural Education and Technology Center.
- Strengthen operations by improving support for programs, schools, and support offices.
- Explore collaboration with UIC College of Medicine at Peoria on more efficient use of resources for delivery of existing UIS off-campus instruction.

Strengthening Academic Organization and Improving Academic Support, Public Service, and Research Activities

- Address the role of schools as centers of educational policy making and budgetary responsibility.
- Analyze and address staff and faculty salary issues to achieve market parity and correct salary inequities.
- Implement a plan for strengthening student career planning and development activities.
- Continue to develop activities of the Center for Teaching and Learning and its role in supporting applications of learning technologies.
- Strengthen support for instructional applications of technology through integration of academic computing into the library.
- Maintain and build on the strengths of the Institute for Public Affairs.

University of Illinois at Urbana-Champaign

Focus Statement

As the state's most comprehensive public university campus, the University of Illinois at Urbana-Champaign provides instruction at the baccalaureate, master's, first-professional, and doctoral levels and conducts basic and applied research in a broad array of fields. Many of the campus' academic programs have achieved national repute for both instruction and research. The vast majority of both undergraduate and graduate students attending the Urbana-Champaign campus is of traditional age, enroll full time, and live on or adjoining the campus. In addition to pursuing statewide goals and priorities, the University of Illinois at Urbana-Champaign:

- carries out its traditional land-grant mission by focusing on instruction, research, and public service in agriculture and engineering, along with comprehensive programs in the arts and sciences and other fields;
- offers professional education in law, veterinary medicine, business, and architecture; and
- provides off-campus instruction and public service on a statewide basis in agriculture and engineering and in fields not generally available at other universities.

Priorities Statement

As indicated in the FY 1996 priorities statement, UIUC is proceeding with the implementation of many of the recommendations included in the July, 1991, report of the Committee on Budget Strategy, *Campus Planning for the 1990s*, and also with the implementation of the changes in the General Education Program as recommended by the UIUC Senate. *Campus Planning for the 1990s* called for the campus to redirect $15.0 million over 5 years (reallocation to be completed in FY 1998) to meet a number of unmet needs:

- Improvement of undergraduate education.
- Instructional equipment.
- Facilities for improving the quality of instruction.
- Graduate fellowships.
- Minority graduate student support.
- The Research Board.
- The Library.
- Minority undergraduate support.
- Faculty recruitment and retention.
- New program initiatives.
- New resources for units in greatest need.

The report also recommended that the campus coordinate and refine its strategic planning process at all levels. Indeed, that is what Chancellor Aiken did in initiating the Academic Plan for the Year 2000 in October of 1993. He established an 18-month planning process, focusing on ten major areas of concern, involving faculty, staff, and students of the university, as well as key constituents.

The results of that process have been reported in a document entitled, *Framework for the Future*, which appeared in final form in May of 1995. The report includes seven major planning principles and many related goals which will be cited here. At the beginning of each academic year, the campus will assess the progress made toward achievement of the principal goals in the previous year and will gradually refine the plan.

UIUC shall invest in people.

- Recruit the very finest faculty, primarily at the junior level, and encourage their long-term commitment to Illinois, while holding them to the highest standards of performance in the classroom and on the broader professional platform.
- Achieve 100 percent salary parity with peers by the year 2000 in order to retain the best faculty.
- Recruit the best graduate students in all disciplines in which graduate degrees are offered.
- Move as quickly as possible toward competitive stipends for graduate assistants.
- Make the campus a good place for staff and academic professional personnel to work, so that students and faculty can benefit from the talents, experience, loyalty, and dedication of this important segment of the university community.
- Bring the size of the faculty, the graduate student body population, and undergraduate student body into appropriate balance.
- Serve the increasingly diverse population of Illinois by recruiting promising undergraduate, graduate, and professional students from underrepresented groups, and by significantly narrowing the gap in graduation rates by the year 2000.
- Diversify the disciplinary representation of graduate students from underrepresented minority groups.
- Build a faculty and administration that includes women and members of minority groups of all levels, making significant progress by the year 2000.

UIUC shall build upon its traditional preeminence and advantages as a center for a broad range of scholarship and research.

- Promote the transfer of knowledge to and from the society of which the university is a part.
- Bring research into the classroom through active learning.
- Capitalize on research involvement as a teaching tool.

- Provide central support for research facilities of a collective nature.
- Assure that the work of faculty is supported with adequate office, laboratory and studio space, and that appropriate institutional support of other kinds is provided.
- Secure the highest possible measures of institutional flexibility.
- Preserve and enhance the Library and lead in the design and implementation of the Library of the future.
- Encourage interdisciplinary efforts to explore the meaning for society of new computing and communication technologies.

UIUC shall accord full value to its teaching mission, preparing students for professional life, leadership, and citizenship in a changing world.

- Create mechanisms to enable and encourage students and faculty to take full advantage of their time together at the University of Illinois at Urbana-Champaign.
- Create a Teaching Advancement Board.
- Improve academic advising.
- Reward teaching excellence more effectively.
- Develop mechanisms to ensure consistently high quality of graduate programs across the campus.

UIUC shall invest in its facilities and organizational environment.

- Secure the plant in the long term with judicious financing of life-cycle costs in all buildings.
- Improve the use and condition of instructional space.
- Increase and improve the space devoted to student activities outside the classroom.
- Ensure the smooth and efficient operation of the university in the fulfillment of its mission.

UIUC shall intensify its exploration and use of new teaching and information technologies and build on its historic strengths in information and computing.

- Take full advantage of existing and new learning technologies in delivering instruction.
- Optimize coordination of electronic resources across the campus.

UIUC shall strengthen its strategic engagement in international studies throughout the institution.

- Build upon the university's strength as a center for international scholarship.
- Encourage the undergraduate students to broaden the skills and perspectives that will permit them to flourish in an increasingly international world.

UIUC shall invigorate its commitment to outreach and partnerships.

- Establish Partnership Illinois, a new initiative to bring faculty expertise to bear on the educational, technological, economic, social, and cultural challenges facing Illinois and the broader society.
- Keep the public fully informed about developments on the campus.
- Enhance cooperation with other institutions both independently and through a variety of consortia and association.
- Employ a range of strategies to build bridges between the campus and the world.

A *Framework for the Future* includes steps that will be taken to insure that the many goals listed in the report will be achieved.

In the fall of 1996, Provost Faulkner appointed a Faculty Task Force on Assessment and Program Improvement to consider how the campus might consolidate, streamline, and improve its various evaluation processes and how it might promote student outcomes assessment at both the undergraduate and graduate level. The recommendations of the Task Force regarding program evaluation have been adopted by the Provost's Budget Strategies Committee which has been developing a new resource-based budgeting system which will be introduced and used on a trial basis in FY 1998. Program evaluation and budget review will be merged to make both processes more meaningful in the future.

With regard to the assessment of student outcomes, the Task Force surveyed all campus units to determine what forms of student outcomes assessment were then in use. It also contacted representatives at peer institutions to determine what they were doing to assess student academic achievement.

In FY 1997, Provost Faulkner appointed the Task Force on the Assessment of Student Academic Achievement to pick up on assessment where the Task Force of FY 1996 ended its work. Many of the same people who served in FY 1996 were on the Task Force again this year. A final report was presented to the Provost in May which will provide a support structure for academic units developing assessment plans and includes guidelines to help units in that effort.

In January of 1997, the Provost appointed the UIUC Self-Study Accreditation Committee which will help to involve the campus community do its self study in preparation for the FY 1999 accreditation review of UIUC by the North Central Association (NCA).

Negotiations are currently in progress with NCA personnel to determine the focus of the accreditation visit. The possibility of using the visit to encourage the campus community to review the current strategic plan, to check the success to date in meeting the goals outlined there, and to look beyond the year 2000 is one with a great deal of appeal -- an idea that is being explored further at this time.